Challenges Faced and Techniques Used by Teachers While Teaching Poem at Secondary Level

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English

Submitted by
Ram Prasad Kalwar

Faculty of Education,
Tribhuvan University,
Kirtipur, Kathmandu, Nepal
2023

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Declaration

I hereby declare that to then best of my knowledge this thesis is original; no part of it was earlier submitted for candidature of research degree to any university.

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This is to certify that **Mr. Ram Prasad Kalwar** has prepared the research work of his M.Ed. thesis entitled **Challenges Faced and Techniques Used by Teachers While Teaching Poem at Secondary Level** under my supervision and guidance**.**

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Dedication

Dedicated to

Dedicated to my parents who devoted their whole life to make me what I am today

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Finally, I warmly thank my friends who directly or indirectly helped me during the process of carrying out this research.

ABSTRACT

The present thesis entitled **Challenges Faced and Techniques Used by the Teachers While Teaching Poem at Secondary Level** aimed to identify techniques used by the teachers while teaching poem. Secondly, it had aimed to find out the challenges faced by the teachers while teaching the poem. All the English language teachers were population of the study among them 15 English language teachers were selected from secondary schools of Kapilvastu district through non-random purpose sampling procedure. I used questionnaire and classroom observation as the research tool including 15 closed-ended questions and six open-ended questions. After analysis and interpretation of the data it was founded that majority of English language teachers in Kapilvastu district used three stages as pre-reading, while-reading and post reading while teaching poem. Furthermore, it was found that activities of teaching poem are very important and valuable because those activities play pivotal role to teach poem at secondary level. Teachers replied as teaching poem increases vocabulary power of the students.

This study consists of five chapters the first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with review of the theoretical and empirical literature implications of the review for the study and conceptual framework. Likewise third chapter deals with the methodology adopted for the study in which, design of the study, population, sample and sampling strategy, research tools, and sources of the data, data collection procedures and ethical considerations are discussed. The fourth chapter deals with analysis and interpretation of the collected data descriptively and using sample statistical tool i.e. percentage. Similarly, the fifth chapter deals with the findings based on the analysis and interpretation of the data, conclusion deprived from the findings and recommendations. This chapter is followed by the references and appendices.

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List of Symbols and Abbreviations

%	Percentage
ELT	English Language Teaching
i.e.	That is
M.Ed.	Master of Education
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T.U.	Tribhuvan University

Chapter 1 : Introduction

This is a study entitled **Challenges Faced and Techniques Used by Teachers While Teaching Poetry at Secondary Level**. This part of proposal consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

The origin of the literature is dated back to 14th century Latin word 'literature' which was also formed from 'literatus' that meant 'lettered' and that, in turn, is 'literate' in English. First time the term 'literature' with meaning of literature was used in French and then it was further used in English. The world 'literature' has different meaning depending upon that is using it and in what context it is used. It could be applied broadly to mean any symbolic record, encompassing everything from images and sculptures to letters. In the narrower sense, the term could mean any text composed of letters. More generally, literature refers to writing in prose or verse, especially those writing that have excellence of form and expressing ideas of permanent or universal interest. It is the expression of human life in terms of truth and beauty. We can take literature as to share our ideas with others and to understand the world, human life and its upheavals.

According to Collie and Slater (1987, p.3), “Literature offers a bountiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than ephemera.” According to Lazar (1993, p.1), “Literature is a world fantasy, horror, feelings, visions put into words.” literature is a successful medium to express human emotion: sadness, happiness, pleasure, pain, love, hate, fear, and anger such human emotions in literature are expressed artistically through language. Literature is the result of the creative faculty of human mind. Literacy creation arises out of a common human impulse to share such feelings and experience with others. In simple words, literature is a body of visual works, written or oral, related by subject matter or place of origin or by dominant cultural standards. It includes a body of fiction that is recognized as having permanent athletic value. From a layman to a philosopher, from

a sociologist, from a language teacher to a syllabus designer, people of different professions are equally attracted and benefited from literature.

Statement of the Problem

English language teaching is one of the most challenging issues in Nepal. Teaching English is not consisting of one aspect of language but it includes listening, speaking, reading and writing skills. Here, my concern is to relate with reading in general and teaching poem to the secondary level students in particular. Poem is one of the important parts of literature. Through poem, students get chance to gain information, knowledge and views. Via similar poem reading and writing practice, it helps to enhance learner's creativity and ideas. Its essential quality is meditation. Poet creates any impression of themselves that they wish. In many cases teacher feels difficulty to teach poem at secondary level students. Teachers are in confusion how to teach poem. Students also feel difficult to read, write and learn it. Teachers feel discomfort to teach poem. There is no any hard and fast rule for teaching poem. Thus, teacher can use his or her own way, methods and techniques to teach poem.

In our secondary level curriculum, reading poem is compulsory and it carries ten to fifteen percent weightage of marks in final examinations. Therefore, so many teachers are worried how to teach poem. Through teaching poem, all language aspects can be taught such as vocabulary and language functions. But the reality is that teachers and students are directed towards the highest marks in the final examinations. They give full emphasize to get better marks. Therefore, the main concern of this study is that what types of techniques are used by teachers in order to teach poem which is included in the secondary level curriculum of English subject.

Objectives of the Study

The objectives of the study were as follows:

a) To identify the techniques used by teachers while teaching poem.
b) To identify the challenges faced by the teachers while teaching poem.

Research Questions

The research questions of the study were as follows:

a) What are the activities used by the teachers while teaching poem?
b) What are challenges faced by the teachers while teaching poem?

Significance of the Study

The outcomes of this study were useful for teachers who have been teaching literature including poem. Teachers teaching techniques can make difficult poem easier to understand for the learners. It also is significant for the teacher, teacher trainer and curriculum experts to identify the techniques which are being used by teachers who are teaching poem. Similarly, curriculum designer, text book writer, program evaluator, policy maker and for all directly or indirectly involved. It provides valuable information about techniques used in teaching poem.

This study was important for teachers that they get the knowledge and techniques. They taught learners easily by using different techniques. Similarly, it was important for the learner that they learn very fast and easily by using different learning techniques. It also helps novice researchers to gain an insight into the area who want to hold their researches in this field ahead. Finally, it is also beneficial for those who are directly or indirectly involved to know about poem teaching techniques used in schools.

Delimitations of the Study

The proposed study had the following delimitations:

- The study was limited to the challenges and techniques used by secondary level English teachers.
- The study was limited to teaching poem.
- The study was limited to the fifteen secondary schools and fifteen teachers of the Kapilvastu district.
- Closed-ended, open-ended questionnaire and classroom observation were used to collect the data.

Operational Definitions of the Key Terms

Poem: Here, poem refers to the piece of compositions which are included in the secondary level English curriculum.

Activities: In this study, activities refer to pre- reading, while- reading and post-reading stages used by secondary level English teachers while teaching poem.

Chapter 2 : Review of Related Literature and Conceptual Framework

This chapter provides the information of previous research works and other related literature as well as the theoretical and empirical bases on the research. Here many previously conducted research studies are reviewed analyzed and which are related to my study. The main goal of reviewing the previous research works and literature is to explore what studies have been carried out previously and what are to be explored now in the related area. The chapter consist of four sections, they are; review of relate theoretical literature, review of empirical literature, implications of the review for the study and conceptual frameworks.

Review of Related Theoretical Literature

Review of related literature refers to the review of existing theoretical body of knowledge in the area of researchers' interest. This sub chapter tries to generate the various theoretical perspectives related to challenges faced and techniques used by teachers while teaching poem.

Language and Literature Teaching. Literature is an inseparable tool for teaching and learning language. It is a key to language teaching. Teaching literature means teaching language through literature. It cannot be taught in isolation. Different aspect of language can be taught through literature. Literate poses a variety of inputs to the language learner. It is the part of language without which language teaching will be incomplete. There are two-way relations between language and literature. Literature uses variety of language. The literary gigue express thoughts, feelings, emotions, imaginations through different genres of literature.

Literature plays a significant role in the language classroom by providing materials and various activities. It can be regarded as a rich source of authentic materials. It exposes a variety of linguistic of authentic input to the learners. Literature enhances different skills, abilities and proficiency in language. According to Collie and Slatter (1987, p.2), "Literature is a more significant part of language teaching program and using in such a way to further the learners master in four basic areas of language like: listening, speaking, reading, and writing." Thus, it is literature which helps the language learner to encounter with different varieties of language,

culture, and lifestyles of men. Therefore, a language learner must learn the target language literature. A learner can find out the feelings, emotions, thoughts, and customs of the target group with the help of literature.

Use of Literature in Language Classroom. Literature is one of the most important tools for teaching and learning language. It is a key to language teaching. It is a text that contains various phrases, culture specific vocabularies, context specific language use and source of linguistic input. Use of literature in language classroom is beneficial and effective. Literature should be introduced in the language classroom because it is motivating, stimulus or language equations. It provides authentic materials to the students to enjoy it. It is highly valued. It expands the student's awareness of language, encourages students to talk about their opinions and feelings. Similarly, it develops students' interpretative abilities. It is a valuable resource for language teaching.

Collie and Slater (1987, pp.3-5) give following reasons for using literature in the language classroom:

Valuable Authentic Material. Literature provides authentic texts which offers a soundful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and is enduring rather than ephemeral. Students gain additional familiarity with many different linguistic uses, forms and conventions of the written mode with iron, exposition, argument, narrations and so on. It incorporates a great deal of information.

Cultural Enrichment. Literature is a created course yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. A reader can express his/her thoughts, feelings, customs and possessions. It is perhaps best seen as a complement to other materials used to increase the foreign learners` insight into the country whose language is being learnt.

Language Enrichment. Literature helps learners to learn many functions of the written language and it increases learners` receptive vocabulary. It facilitates the transfer to a more active from knowledge. Literature provides a rich context in which individual lexical or syntactical items are made more memorable, the intensive

reading is required in taking a poem to develop students` ability to make inferences from linguistic clues and deduce meaning from context.

Personal Involvement. Literature possess personal involvement in readers. Engaging imaginatively in literature enables learners to shift the focus of their attention beyond more mechanical aspects of the foreign language system. When a poem, play or short story is explored over a period of time, the result is that the reader begins to inhibit the text. Reader is well motivated.

Genres of Literature. Literature is an art of writing which is the reflection of the society. It is the expression of the human thoughts, emotions and imaginations announced artistically through language. There are different genres of literature such as poetry, drama, short story, essay, and novel. They are described as follows:

Poetry. Poetry is one of the genres of literature. It is the deviated form of language. It is a creative art of language. Ideas and feelings are expressed beautifully in poetry. It is the process of sharing the feelings and emotions in verse or words. According to William words worth, "poetry is the spontaneous overflow of powerful feelings". There is different form of poetry such as, epic, sonnet, ode, ballad, elegy and lyric.

Drama. Simply speaking, drama is a form of literature that is meant to be performed on a stage by actors in which they take roles of characters to perform the indicated action and utter the written dialogue. According to Jacobbus (2001, p.1), "Drama is the art of representing the pleasure of others events that happened or that we imagine happening". It is associated with theater. It can be metaphorically compared to a tapestry. There are different elements of drama i.e. plot, characters, dialogue, setting, conflict and theme. It is found in various forms. They are tragedy, comedy, tragic-comedy and farce.

Short story. According to Awasthi, (2010, p.137), "A story is a short work of prose which 'usually' depicts one characters` inner conflict or conflict with others". That means it is a type of fictions which involves a single character struggling within self or in the external world. However, it may also consist of two to three characters. A short story is distinct from other forms of literature in terms of its length, magnitude and language. That is, it is written in simple language. However, they may consist of

diverse styles. they may be centered on several types of the themes. If it is longer than fifty or higher pages. It is called a novella. Plot, character, setting, style and theme are the major components as short story.

Novel. Novel is also one of the genres of literature. It is an extended work of fiction. It is lengthy form of prose that tells a story. Therefore, it can be understood as long story. It is a long imaginative and narrative work of art it may consist of the words higher than sixty-seventy thousands. It differs from other form of literature in terms of length, characters and language. Plot, characters, setting, style, and theme are the major elements of novel.

Essay. Awasthi, (2010, p.376) define the term, "Essay has since come to be used as a catch- all for non-fictional prose works of limited length, but that description of the form turns out to be misleading". An essay is a genre of literature. It means a written argument readable in one setting. The basic quality of essay is to be persuasive. The ideas in essays are presented in the form as developmental sequence providing some sort of support. It is separated from other forms of literature in many ways. To make some instances, it differs from a poem in the use of verses.

The Place of Poetry in English Language Classroom. English language teaching has been through a series of historical phase and so have teacher who try to apply in the classroom the methodological principal that are promoted by linguistic, researchers and material writers. From the 1950s to early 1980s English language teaching was dominated by discourse that advanced very pragmatic approaches to language, where communicative competence and specific practical and functional purposes were the main concerns, approaches focused on using language, in social situations and syllabuses were designed along functional lines` (Brunfit,1995 p.6).

There was little space for creativity and literature, in such language teaching context. In the last decades of the twentieth century and beginning of the twenty first things began to change and literature started to be considered as a potential source of language development, perhaps even because teachers on the ground 'always' suspected that there was something wrong in neglecting such a rich source of language in put (Lima 2005, p. 110). According to Lazar (2009, p. 96) we commonly use many techniques such as reorganizing syntax, invents its own vocabulary,

jumbling text and so on, can equally be used when teaching poetry. But poetry does have some fairly distinctive features which differentiate it from other forms of discourse it is useful to identify these features because by doing so we might be able to help our students grapple with certain problems they may encounter when regarding poetry.

Importance of Teaching Poetry in Language Classroom. Poetry is a creative art of language. Ideas and feelings are expressed beautifully in poetry. It is highly interested genre of literature among students of school level. As we know teaching poetry is job. Many teachers feel difficulties while teaching poetry. "Poetry has been characterized as deviating from the norms of language. For the language teacher, this poses two questions, firstly in order to make sense of what is a new, original use of language the student needs some familiarity with the norms or rules from which this use deviates. Teachers may feel that the knowledge of norms or correct language is not yet sufficient well established by students of them to appreciate when the norm are being stretched. Secondly, teachers might worry that exposing student to more creative uses of language could, in fact legitimize the use of deviant or incorrect language in the classroom.

In our technical age of sound bites and short attentions spans, the brevity and compression of poetry are especially appealing to students. Students are showing more enthusiasm and interest in learning poetry. According to Lazar (2009, pp. 100-101), there are some more important implications of teaching poetry in language classroom. They are:

- It is pedagogically useful and necessary to provide students with idealized language rules.
- It is basis for expanding the students` awareness and interpretative abilities.
- It helps to reach some kinds of conclusions about the stylistic effect conveyed by the language hence the meaning of poem.
- It can be adopted to achieve different communicative purposes.
- Using poetry is not an easy activity done for its own sake, but as a way of improving by sensitizing students to different use of register.

- To comment on the way in which coinages contribute to the overall meaning of poetry.
- It organizes syntax invents its own vocabulary, freely mixes registers and create its own punctuation.

Forms of Poetry. There are different forms of poetry according to their nature. The following are the most common forms of poetry which can be described as follows:

The Epic. Abram (2005, p.81) defines epic as, "a long verse narrative on a serious subject told in formal and elevated style, and concentrated on a heroic or quasi- divine figure on whose actions depend the fate of the tribe, a nation, or human race". The epic hero is larger than life, having super human strength, character, or intellect.

The Lyric. In Lyric 'usually' short, personal poem, originally one mean to be song, and expressing directly the poets` emotions, thoughts and feelings rather than telling a story. In the words of Abram (2005, p. 153), "any fairly short poem, uttered by a single speaker, who expresses a state of mind or a process of perception, thought and feels".

Elegy. An elegy is a poem which is composed on someone's death. It is composed to express a deep feeling on the loss of someone who is very dear to the composer. It can be short or long in size.

The Ballad. A ballad is a poem or songs that tells a story, 'usually' meant to be sung. Its original meaning was dancing song. Ballads typically tell stories of unhappy love affairs, domestic tragedies, especially family feuds or murders, popular outlaws and rebels. It is transmitted from generation to generation.

The Ode. An ode is a dignified song of praise. It expresses noble feelings, often written to a person or thing celebrating some special events. Abram (2005, p. 206) defines ode "a serious in subject and treatment, elevated in style, and elaborate in its stanza structure".

Sonnet. A sonnet is fourteen- line lyric poem; a sonnet 'usually' is in iambic parameter with considerable variation scheme. There are two major forms of sonnet they are;

1) Petrarchan sonnet or Italian sonnet
2) English sonnet

The word `sonnet` is derived from the Italian word sonnet literally means a `little sound ‘or song

The Petrarchan sonnet comprises two main parts namely an octave (an eight-line stanza) followed by a sestet (a six- line stanza). The octave rhyme (abbaabba) and the sestet rhyme (cdecde) or (cdcdcd) combination except a couplet.

The English sonnet has three quatrains (ababb, cdcd, efef) followed by a couplet (ee). English sonnet is also called Shakespearean sonnet. Shakespeare wrote 154 sonnets, in which he developed the Shakespearian sonnet as a new poetic form.

Romance. Romance is form of poetry that focuses on humor and entertainment. It is verse narrative which was popular in the middle age (5^{th} century to 15^{th} century). A romance is mainly about legendary, supernatural or amorous subject and characters. The romance and the epics are similar forms, but epics tend to be longer and less concerned with country love. While comparing a romance with an epic, Abram (1994) writes “the romance is distinguished from the epic in that it represents not a heroic age of tribal wars, but a courtly and chivalric age, often one of highly developed manners and civility; its standard plot is one of quest and adventure, undertaken by single knight, it introduces a heroine and frequently its central interest is courtly love, togetherness with tournaments fought and dragons and monsters slain for a damsel`s shake

Narrative Verse. A narrative verse is a poem that tells a story. Ballad, epic, and material romance belong to this category of literary genre. The narrative exists in the all literature. However, there are a very large number of narrative poems which do not fit only of the above categories.

Techniques of Teaching Poetry. There are number of ways or techniques with which we can exploit poems in the classroom. Lazar (1993, p.129) gives the following techniques and tasks for teaching poetry.

Pre-reading techniques. The main purpose phase techniques which means activity or stage or stimulating students' interest in the text, providing necessary historical and cultural background and helping students with the language of the poem. At this stage, the teacher can carry out following techniques.

Stimulating students' interest in the text

i. Students predict the theme of the poem and its title or a few key words or phrases in the poem.
ii. Students or groups of students are given different lines from the poem and asked to suggest the subject theme of the poem. Does this change when they hear the other lines read aloud to the class?
iii. Students discuss or describe pictures or photographs relevant to the theme of the poem.
iv. Students are asked what they would do, and how they would respond, if they were on a situation similar to the one in the poem.

Providing necessary historical and cultural background

i. Students read or listen the historical and cultural background related to the poem.
ii. Students read and listen the text about author's life which may deepen their understanding about the theme of the poem.
iii. Students discuss what are appropriate behaviors or feelings in their culture and society in particular situation.
iv. Give information about genre, literary movement etc., help students with language of poem metaphorical, symbolic, usual, deviated, connotative meaning of words phrases, grammatical construction.

While-reading techniques. The main purpose of this phase or techniques will be to engage the students to read the poem, discuss, interpret, analyze and share in their own words. The following techniques can be used at this stage.

i. Students are given a jumbled version of the poem and are asked to put together. Jumbling up verses works particularly well for poems with a strong narrative, for example ballads.
ii. Removes certain words from the poem and ask students to fill in the gaps. Either by themselves using a list of words provided.
iii. Teachers' ask students to read one verse at a time and try to predict what is coming next- this works well with narrative poems.
iv. Students underline key words and then speculate the metaphorical or symbolic meaning.
v. Students decide which definitions of a particular word in the dictionary is the one best fits the meaning of the word in the poems.
vi. Students answer comprehension questions about the meaning of certain words or phrases in the poem.

Post-reading techniques. The main purpose of phase will be to help students towards an interpretation of the poem. The following techniques can be used at this stage.

i. Students are given a series of statements about the possible underlying meanings of the poem and they decide which ones are true and false.
ii. Students are given two or three brief interpretations of a poem and they decide which one thy think is the most plausible or appropriate.
iii. If a poem is written in rather archaic language, students are asked to compare this to two versions of its in modern English-which version best captures the meaning and tone of the poem?
iv. Very advanced students can be asked to compare a poem with two is the different translations of it in their own language. Which translation is the most satisfactory?
v. Students imagine they are filming the poem. They have to decide what visual image they would provide for each line or verse of the poem as it is recited.
vi. Students practice reading the poem aloud and decide what mime or gestures would accompany a choral reading.

Follow-up techniques. The main purpose of this phase will be students read and discuss similar poem and students use their own poem. The following techniques can be used at this stage.

i. Students rewrite the poem as a different form of discourse. This works particularly well with ballads or narrative poems- students either rewrite the story as it were a newspaper article or the script for a soap opera.
ii. Students read and discuss other poems by the time same author, or other poems on the same theme.
iii. Students write their own poem, using the original as a model.
iv. Students do some language work based around any unusual language in the poem, for example, punctuating a poem with unconventional. punctuations; creating words using suffixes and affixes the poet may have used in an un usual and then checking them in the dictionary; 'correcting' unusual syntax.
v. Discussion or role play based in the theme or subject of the poem.
vi. Students discuss the values and word-view which are either implicitly expressed in the poem. Do they agree with them?

Review of the Related Empirical Literature

There are many researches carried out in the field of literature under the department of English education. Many researches are related to the challenges and techniques used by teachers of teaching different genres of literature. So is the case with the challenges and the activities used in teaching different genres of literature, but no research work has been carried out on the challenges of teaching poem at secondary level. Some of the researches which are directly or indirectly related to my study are reviewed as follows:

Gyawali (2004) conducted a research on title "A study of Teaching Poetry at Secondary Level." His objectives of the study were to explore the strategies and problems of teaching poetry at secondary level. In order to carry out the research researcher has used survey research method to complete the research. The sampling population of this study was thirty English teacher of secondary level teaching the present curriculum of class nine and ten and students of the same level. He used

purposive non-random sampling procedure selected fifteen English teachers. He used the questionnaire and observation as main tool for data collection. He came up with a conclusion that majority of teachers were not acquainted with learning strategies which create a lot of problems in teaching poetry.

Adhikari (2008) carried out a research study on the title "Techniques used in Literary Text in grade XII, a case of teaching poetry." The objectives of this study were to findout the techniques used in teaching poetry in grade XII and to compare the teaching techniques used in urban and rural areas. He has used survey research method to complete this research. The sampling population of this study was ten higher secondary schools' grade XII and four different English teachers from Panchthar district as primary sources of data and he used non-random sampling procedure selected four English teachers from grade XII. He used observation and checklist as the research tools. He has concluded the difference between the techniques used by the teachers in urban area and rural area of Panchthar district. He found some of the differences like the teachers teaching in rural areas of the district did not speak the students to consult dictionary, to explain the theme of the poem, teach the features of the poem but teachers in the urban areas of the district asked to do so and taught the features of the poem.

Magarkatti (2009) carried out a research on the topic "A Study on Teaching Poetry at Higher Secondary Level." The main purpose of the study was to find out the strategies, problems and relevance of teaching poetry. The sampling population of this study was forty English teachers of selected higher secondary level and the students of the same level from the higher secondary schools of Surkhet district. He used purposive non-random sampling procedure selected twenty teachers and students. He used questionnaire and classroom as the main tools for the data collection. He found from his study the poor and faculty strategies were used by the teachers in teaching poetry. Because they were not confident and clear about what type of strategies should be used to teach poetry at higher secondary level. He also found that teachers face the problems of teaching literary terms in the poem, finding the poet's mood or intention and almost all the students are dependent to the teachers. Some relevancies like to motivate students, to develop, vocabulary power has been found by him.

Neupane (2010) carried out a research entitled "A Study on Teaching Poetry at Grade Eight." The main objectives of this study were to identify activities and problems of teaching poetry in grade eight. In order to carry out the research, researcher has used the survey design. The sampling population of this study was ten English language teachers teaching compulsory English course book of grade eight and thirty students of grade eight through thirty students of grade eight through purposive non-random sampling procedure. He concluded that teachers had positive attitude towards students in teaching poetry in grade eight. Teachers were facing many problems while teaching poetry. Although they were facing problems, there was some relevance in poetry too.

Phuyal (2011) carried out a research study on the title "Activities used in Teaching Poetry: A case of New Generation English of B. Ed 1st year." The objectives of his study were to explore the activities used while teaching poetry in New Generation English and to find out the students' perception or the activities employed. He selected the eight colleges of Kathmandu district as primary sources of data. He selected eight different English teachers as a sample for the study. non- random sampling procedure was used in this study. He used observation checklist and questionnaire as the research tools. He found that most of the teachers used appropriate activities like stimulating their students, gave background information. In pre-reading activities where most of the students were satisfied with these activities performed by the teacher. But he found that most of the teacher didn't use jumbled version of the poem, did not create group work, they only asked to gap filling, comprehensive question, asked to do activities given in the text where most of the students didn't satisfy in while teaching and post teaching activities. But most of the students had interest in reading poetry.

Bhatt (2017) carried out a research "Activities Used by Teachers of English While Teaching Essay". The main objectives of this study was to identify the activities used by the teachers while teaching essay. The sampling population of this study was thirty English language teachers from Nuwakot district. He used non-random sampling procedure selected fifteen English language teachers. He used questionnaire as the research tool including eighteen close-ended questions and sex open-ended questions. The major finding of this study, the activities of teaching essay

are very important and valuable because those activities play pivotal role in teaching essay at secondary level.

Gurung (2018) carried out a research on “Managing Large Class for Teaching Speaking: Practices and Problems.” The main objectives of this study was to find out the practices of teaching speaking in large class. The sampling population of this study was twenty English language teachers from Kavre district as a sample of his study. He selected twelve English teachers though purposive non-random sampling procedures. He used observation checklist and diary keeping were used as a research tool to collect required data. The major findings of this study showed that warm-up, content version, whole class sharing experiences were mostly practiced activities by the teachers while teaching in large classes such as students' low participation, students' anxiety and hesitation, large number of students in a class.

Yadav (2019) was carried out the research entitled “Teachers Strategies for and Used in Teaching Speaking”. The objectives of this study was to find out the perception of the teachers on strategies for speaking. He selected forty teachers from Saptari district, as sample of population. He used purposive non-random sampling procedure and selected twenty teachers. He used set of questionnaire and observation checklist for eliciting the required data and information for this study. He found that the teachers used the strategies such as role play, storytelling, discussion, picture description and narrating debates. While teaching speaking in class.

Implications of the Review for the Study

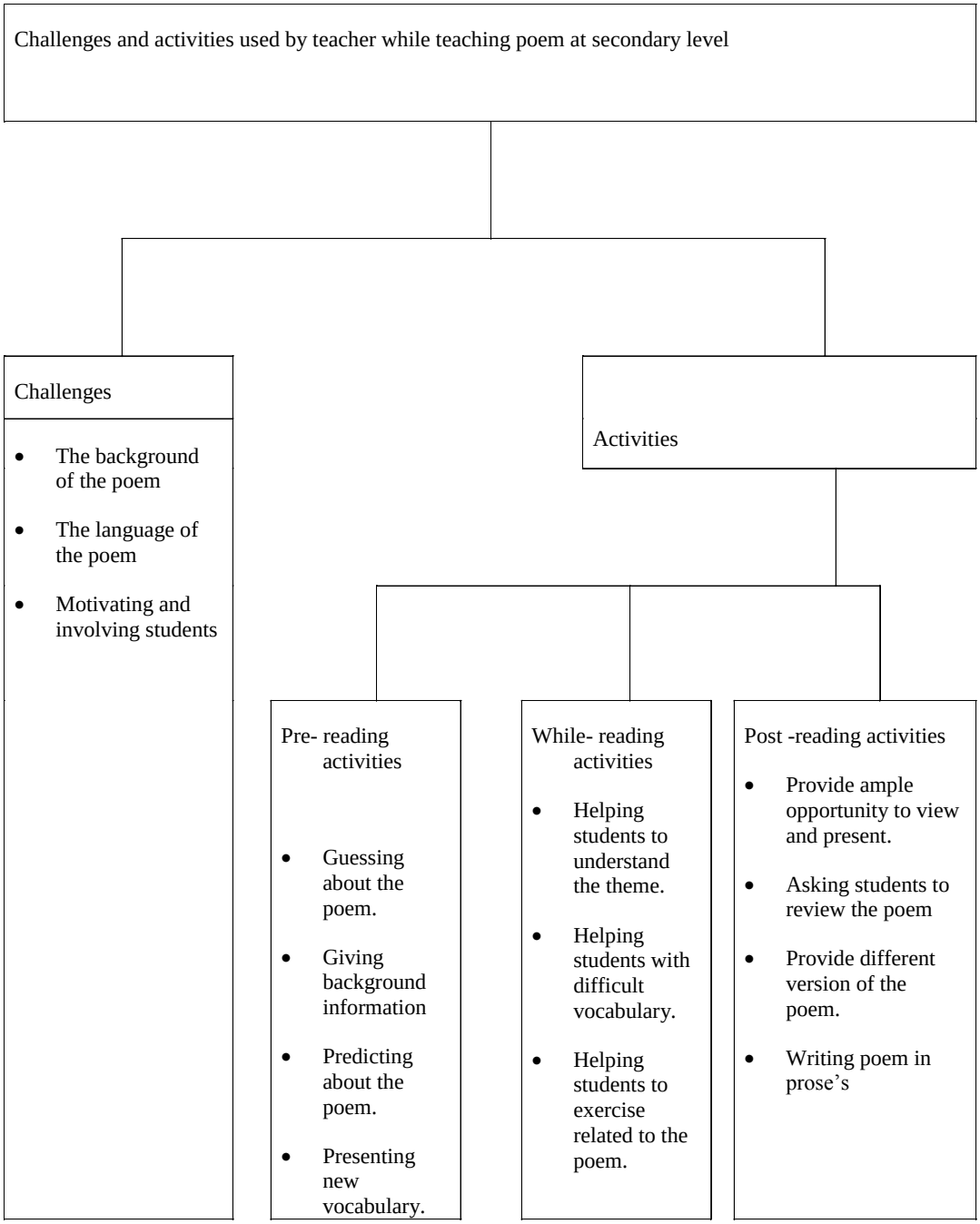
The received studies are to some extend similar to the proposal study. In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of thesis information to my own research. This review of the study obtained information from variety of the sources including books, journals, articles. Etc. these entire sources helped me to bring the clarity and focus on the research problem, improving the methodology and contextualize the findings. The review became equally important to examine and evaluate what has been said before on a topic what will be for finding in my new research.

From the studies Gyawali (2006), I became to pinpoint the techniques used by the teachers while teaching poem. Similarly, from the study of Adhikari (2008), I

became able to find out the challenges faced by the teachers while teaching poem. Specially, I got the ideas and information about the tools and techniques from the study of Magarkatti (2009), in this way I came to know about the background of the study of the literature from the study of Neupane (2010), Phuyal (2011), helped me to select the population of the study. Bhatt (2017), His work helped me with the sampling strategy for the study. In this way Gurung (2018), helped me to select the design of the study. Yadav (2019), I got some ideas form his work about the data collection procedures. The study mentioned above, a study used in teaching poetry and strategies for and used in teaching speaking and so on. Therefore, this study is new in the field of English education and this work is a new attempt in the exploration of the above-mentioned untouched are

Conceptual Framework

A conceptual framework is a written or visual presentation that explains either graphically, or in narrative form. The main thing to be studied. My research study will be based on the following conceptual framework.



Lazar, (1993). Literature and language teaching

Chapter 3 : Methods and Procedures of the Study

This chapter deals with the methodology adopted to fulfill the objectives of the study. This includes design and methods of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedures, analysis and interpretations procedures and ethical considerations. The following methods and procedures had been followed to achieve the set of objectives of the study.

Design and Method of the Study

Research is a kind of inquiry to find out the truth or evidence. Kumar (2011, p.2) states, "research is a systematic process, formulating questions, collecting relevant data related to such questions analyzing and interoperating data and making data publicly accessible." The study will be carried out adopting survey design.it will not be purely quantitative nor qualitative. Hence, it will be mixed method research. survey design will be suitable for finding out the attitudes, perceptions, thoughts and practices. It is the most commonly used method of investigation in educational researches. According to Nunan (1992, p. 140) "the main purpose of the survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time. The aforementioned discussion helps to derive the following characteristics of the survey research.

I. Survey is one of cross-sectional studies.
II. It generally addresses a large group of population in reference to educational information.
III. Data is collected only for single period of time.
IV. It is hypothetical deductive approach.

I was following the above-mentioned procedures to carry out my research. The findings of survey are generalizable to the whole group. The above-mentioned steps are required to learn the techniques used by secondary level teachers while teaching poem and challenges faced by the teachers at secondary level. Therefore, survey research design will be adopted to conduct this research.

Population, Sample and Sampling Strategy

The populations of the study were all English language teachers who teach English at secondary level school in both community and private schools in Kapilvastu district, Nepal. The sample for my study were fifteen English teachers, from both private and community schools respectively. In the process of selecting the samples or participants for this study, I applied purposive non-random sampling strategy. According to Kumar (2005, p. 179) non- random purposive sampling is the judgment of the researcher as who can provide the best information to achieve the objectives of the study.

Research Tools

For this study, open-ended and closed-ended questionnaire and classroom observations were used as research tool. Both open-ended and closed-ended questions were given to fill-up in order to find out challenges and techniques adopted by the secondary level English teachers of Kapilvastu district while teaching poem.

Sources of Data (Primary and Secondary)

The primary source of data for this study was information obtained from fifteen teachers of the selected secondary school of Kapilvastu district. Similarly, I consulted various books and dissertations related to the topic to facilitate this study.

Data Collection Procedures

For the purpose of collecting required data for my study, I followed pre-determined procedures. First of all, I planned for the collection of data considering the nature of objectives. Then, I selected purposively fifteen secondary level English teachers who have been teaching English for several years and introduce my research study and its objectives. Similarly, I developed rapport with the participant by meeting and phoning as necessary. Similarly, I prepared the data collection tool, i.e. questionnaire and classroom observation for collecting required data.

Data Analysis and Interpretation Procedures

To analyze the data, I used thematic approach. It is a widely-used to analyze the effectively. It is a method for identifying, analyzing, and reporting patterns (themes) within data. Thematic approach as the process of integrating and linking multiple elements of curriculum in ongoing exploration of many different aspects of a topic or subject. Themes refer to the main idea of a research which is formed on the basis of the categorization and grouping of similar types of information. For this, first of all, I transcribed classroom observation to extract the information obtained from each of the class. Then, I organized and built story of each. Similarly, I coded the main idea of each class. On the basis of the similarities and interconnectedness of the ideas, I integrated them into different thematic notations. Finally, after building relevant themes, I interpreted them systematically and logically. The data was analyzed, interpreted and presented descriptively and statistically by using simple statistical tools as percentage.

Ethical Considerations

Before collecting the data, I got permission with my supervisor for the betterment of my study. I followed the norms and rules of research. I collected only required information for my research work I gave my attention for the citations and references. I was not gone against of my supervisor and participants while analyzing and interpreting the data.

Chapter 4 : Analysis and Interpretation of Data

The quantitative and qualitative data collected for the study were analyzed and interpreted to derive findings of the study. So, this chapter of the thesis includes the analysis and interpretation of the results.

Analysis of Data and Interpretation of Results

Data were analyzed and interpreted descriptive making use of simple statistical tools such as frequency and percentile. The facts were presented in different tables and paragraph followed analysis and interpretation.

This subsection of the thesis consists of the analysis of data collected through the tools such as classroom observation and questionnaire and interpretation of the results derived from the analysis.

Background Information. The first part of the questionnaire was intended to elicit the basic information about the participant teachers. The information sought about the teachers consisted of the name of the school, qualification, area of qualification. So, a brief profile of the teachers who participated in the study has been presented in the table included in the appendix section.

Teaching Poems Consists of Three Stages. The teachers are provided the close ended questions followed by five alternatives; ‘'always'’, ‘'usually'’, ‘'sometimes's'’, ‘'rarely'’ and ‘'never'’. In this section, I have been presented the data of only on statement which is included in the table below.

Background Information. The first part of the questionnaire was intended to elicit the basic information about participant teachers. The information sought about the teachers is consisted of the name of school, qualification, and area of the qualification. So, brief profile of the teachers who participated in the study has been presented in the table included in the appendix section.

Teaching Poem Consist Three Stages. The teachers were provided close ended questions followed by five alternatives ' 'always' ', "usually", '"sometimes's", "rarely" and "never". In this section, I have been presented the data of only statement which is included in the table.

Table 1

Teaching Poem Consists Three Stages

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Teaching poem consist three stages	9	60 %	4%	26.66 %	2%	13.33%	0	0	0	0	15	100

AL = Always, US = Usually, SM = Sometimes, RA = Rarely, NE = Never

As it can be observed in the table 1, (i.e. 60%) of the teachers were found that they 'always' use three stages while teaching poems. Similarly, a significant number of teachers (i.e. 26.66%) 'usually' and "sometimes's' (i.e. 13.33%) of the teachers use three stages while teaching poem. However, not a single teacher was found that they 'rarely' and 'never' teach poem without three stages. It shows that more than half of the teachers teach poem consisting three stages

Table 2

Provide Background Information About the Topic

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Providing Background Information About the Topic	11	73.33	2	13.33	2	13.33	0	0	0	0	15	100

Above the table shows that, almost all the teachers (i.e. 73.33%) were found that they 'always' provided background information about the topic while teaching poem in the classroom. Similarly, a few teachers (i.e. 13.33%) were found that they "sometimes's' and 'usually' provided background information about the topic. However, not a single teacher was found that who he/she taught poem without

providing background information. It shows that almost all the teachers provided background information about the topic.

Table 3

Encouraging Students to Search Dictionary Meaning

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Encouraging students to search dictionary meaning	11	73.33	2	13.33	2	13.33	0	0	0	0	15	100

The data presented in the table 3 displays almost all the teachers (i.e. 73.33%) were found that they 'always' encourage students to search dictionary meaning which occurs in teaching poem. Moreover, (i.e. 13.33%) of the teachers 'usually' and "sometimes's' encourage students to search dictionary meaning of the word which occur in the poem. Likewise, few teachers (i.e. 6.66%) responded on 'never'. However, not a single teacher responded on "rarely" and "never". It shows that the majority of the teachers encourage the students to search dictionary meaning.

Encouraging Students to Predict About the Poem. Under this topic, I have presented the data in the table statistically. Similarly, in this section, I have collected the responses of the teachers whether they encourage the students to predict about the poem based on reading first stanza or not when the teachers were asked to response their views on teaching poems. They answered differently. Their responses are given in the table below.

Table 4

Encouraging Students to Predict the Poem

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Encouraging students to predict about the poem	2	13.33	3	20	6	40	2	13.33	2	13.13	15	100

Above the table shows that majority of the teachers (i.e. 40 %) were found that they "sometimes's' encourage their students to predict about the poem based on reading first stanza. In the same way some of the teachers (i.e. 20%) were found that they 'usually' encourage their students to predict about the poem based on reading first stanza. Likewise, a few of the teachers (i.e. 13.33%) "always' ', "rarely", and "never" were found that they encourage students to predict about the poem based on reading first stanza. It means majority of the teachers 'sometimes' encourage their students to predict about the poem.

General Discussion on Questions. The teachers were asked to express their responses toward general discussion of the question. The collected data has been analyzed below in the table

Table 5

General Discussion on Questions

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
General discussion on questions	7	46.66	7	46.66	1	6.6	0	0	0	0	15	100

We can observe in the table -5 majority of the teachers (i.e. 46.66%) were found that they 'always' provide chance for the general discussion on questions. Similarly,

around half of the teachers (i.e.46.66%) were found that they 'usually' give chance to their students for the general discussion of the questions. Likewise, (i.e. 6.66%) teachers 'sometimes' provide chance to their students for the general discussion of the questions. However, not a single teacher responded on "rarely" and "never". It shows that majority of the teachers 'always' and 'usually' provides opportunity to have general discussion on question while teaching the poem.

Involving Students to Rearrange the Lines In Stanza From Scrambled Version. The teachers were asked to express their responses toward student's involvement in rearranging the lines of the stanza from the scrambled version while teaching poem. The collected data has been presented in the table below.

Table 6

Involving Students to Rearrange the Lines in Stanza from the Scrambled Version

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Involving students to rearrange the lines in stanza from scrambled version	1	6.66	5	33.33	8	53.33	0	0	1	6.66	15	100

The table above shows that more than half of the teachers (i.e.53.33%) were found that they "sometimes's' involve their students in rearranging the lines in the stanza from scrambled version. Similarly, some of the teachers (i.e.33.33%) were found that they 'usually' involve their students to rearrange the lines in stanza from the scrambled version. Likewise, a few of the teachers (i.e. 6.66%) were fund that they 'always' and 'never' involve their students to rearrange the lines in stanza from scrambled version. However, not a single teacher responded on "rarely". It means more than half of the teachers 'sometimes' involve their students to rearrange the line in stanza from scrambled version.

Encourage Students to Think Critically and Creatively. Students are the main components of the classroom teaching and learning activities. So, it is obligatory to involve them in those activities. Students are highly motivated towards their study when they themselves get a chance to become a part of their learning rather than being a silent listener. Making them participated in discussion is the best way in language classroom. When they are really involved in some activities, they learn without knowing that whether they are learning or not regarding student's active participation in the teaching and learning process, I have asked some teachers whether they involve their students to think critically and creatively or not. They responded differently and the responses have been presented in the table below.

Table 7

Encouraging Students to Think Critically and Creatively

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Encouraging students to think critically and creatively	6	40	5	33.33	4	26.66	0	0	0	0	15	100

As the preceding table 7 reveals (i.e. 40%) of the respondents were found that they 'always' encourage their students to think critically and creatively. Similarly, (i.e. 33.33%) of the respondents were found that they 'usually' encourage their students to think critically and creatively. Likewise, (i.e. 26.66%) respondents were found that they 'sometimes' encourage their students to think critically and creatively. However, not a single percent of the teachers was responded on "rarely" and "never". In this sense, a high proportion of the teachers encourage their students to think critically and creatively.

Allowing Students to Ask Related Questions. When the students actively participate in interaction the teaching and learning activities become more effective. Learners can be asked to be motivated towards the teaching and learning. Students answer the questions easily. The given table presents the adopted results.

Table 8

Allowing Students to Ask Related Questions

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Allowing students to ask related questions	9	60	5	33.33	1	6.66	0	0	0	0	15	100

On the basis of revealed preceding table, most of the teachers (i.e. 60%) were found that they 'always' allow their students to ask the related questions. Similarly, some of the teachers (i.e. 33.33%) were found that they 'usually' allow their students to ask related questions. Likewise, very few teachers (i.e. 6.66%) were found that they 'sometimes' allow their students to ask related questions. However, not a single percent of the teachers responded on "rarely" and "never". Therefore, in this study, it was found that the most of the teachers allow their students to ask related questions.

Asking Students to Find the Central Theme. This section primarily concern with the student's active participation in teaching and learning process. It means whether they ask students to find central theme in each stanza or not, the collected data has been presented in the following table.

Table 9

Asking Students to Find the Central Theme

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Asking students to find the central theme	5	33.33	5	33.33	4	26.66	0	0	1	6.66	15	100

On the basis of the results revealed above table majority of the teachers (i.e.33.33%) were found that they 'always' and 'usually' ask students to find the central theme. Similarly, (i.e. 26.66%) were found that they "sometimes's' ask students to find central theme. Likewise, few of the teachers (i.e. 6.66%) were found that they 'never'

asked students to find central theme. However, not a single teacher was responded on "rarely". Therefore, in this study, it was founded that the majority of the teachers allow their students to find central theme.

Asking Students to Write the Summary. In this section, I have presented the data which was collected from the primary sources. I have collected the responses whether they asked their students to write the summary or not.

Table 10

Asking Students to Write the Summary

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Asking students to write summary	2	13.33	1	6.66	10	66.66	2	13.33	0	0	15	100

On the basis of the results portrayed in preceding table above, most of the teachers (i.e. 66.66%) were found that they 'sometimes' asked their students to write the summary. Similarly, some of the teachers (i.e. 13.33%) were found that they 'always' and 'rarely' ask their students to write the summary. Likewise, very few teachers (i.e.6.66/) were found that they 'usually' ask their students to write summary. However, not a single teacher responded on "never". Therefore, in this study it was found that most of the teachers ask their students to write summary.

Involving Students to Write Parallel Form of the Poem. In this section, I have presented the data which was collected from the primary sources. I have collected the responses whether they involved their students to write parallel form of the poem or not. They responded differently, the collected responses from the teachers given in the following table.

Table 11

Involving Students to Write Parallel Form of the Poem

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Involving students to write parallel form of the poem	1	6.66	2	13.33	9	60	3	20	0	0	15	100

On the basis of the results showed by preceding table, majority of the teachers (i.e. 60%) were found that they 'sometimes' involve their students to write parallel form of poem. Similarly, some of the teachers (i.e. 20%) were found that they 'rarely' involve their students to write parallel form of the poem. Likewise, a few of the teachers (i.e.13.33%) were found that they 'usually' ask their students to write parallel form of the poem. In this way very a smaller number of teachers (i.e. 6.66%) were found that they 'always' involve their students to write parallel form of the poem. However, not a single teacher was responded on 'never' therefore, in this study it was found that majority of the teachers involve their students to write parallel form of the poem.

Involving Students to Write Their Own Views. In this section, I have presented the data which has been collected from the teachers. I asked them to write whether they asked students to write their views or not. Their responses are presented in the table below.

Table 12

Involving Students to Write Their Views

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Providing Background Information About the Topic	11	73.33	2	13.33	2	13.33	0	0	0	0	15	100

From the above table it is found that a few of the teachers (i.e. 13.33%) were found that they 'sometimes' and 'usually' involve students to write their views. Similarly, some of the teachers (i.e. 73.33%) were found that they 'usually' involve students to write their views. However, not a single teacher responded on 'never' and 'rarely'. Therefore, in this study, it was found that majority of the teachers involve students to write their views.

Asking Students to Write Negative and Positive Parts of the Poem. In this section, I have presented the data which are collected from primary resources. I have collected the responses of the teachers whether they let their students to write negative and positive parts of the poem or not. Their responses are given in the following table

Table 13

Asking Students to Write Negative and Positive Parts of the Poem

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Asking students to write negative and positive parts of the poem	1	6.66	7	46.66	4	26.66	1	6.66	2	13.33	15	100

Above the table 13 shows that most of the teacher (i.e. 46.66%) were found that they 'usually' ask students to write negative and positive parts of the poem. Similarly, some of the teachers (i.e. 26.66%) were founded that they 'sometimes' ask students to write negative and positive parts of the poem. Likewise, a few of the teachers (i.e. 13.33%) were found that they 'never' ask students to write negative and positive parts of the poem. In the same way very few of the teachers (i.e. 6.66%) were found that they 'always' and 'rarely' ask students to write negative and positive parts of the poem. Therefore, in this study it was founded that most of the teachers ask students to write negative and positive parts of the poem.

Ask Students to Perform. The teachers were asked to express their views regarding teaching poem whether they ask students to perform or not. The collected data has been presented below.

Table 14

Asking students to perform

	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Asking students to perform	3	20	7	46.66	3	20	1	6.66	1	6.66	15	100

Regarding asking students to perform on the poem after studying the poem in the classroom majority of the teachers (i.e. 46.66%) were found that they 'usually' ask their students to perform in the classroom. Similarly, some of the teachers (i.e. 20%) were found that they 'always' and 'sometimes' ask students to perform. Likewise, a few of the teachers (i.e. 6.66%) were found that they 'rarely' and 'never' ask students to perform. It shows that majority of the teachers ask students to perform.

Showing Pictures Related to the Poem. In this section, I have presented the data which are collected from the primary sources. I have collected the responses whether they show the pictures related to the poem or not.

Table 15

Showing Pictures Related to the Poem

4.1.14	AL		US		SM		RA		NE		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Showing pictures related to the poem	5	33.33	6	40	4	26.66	0	0	0	0	15	100

As can observed in the table 15, majority of the teachers (i.e. 40%) were found that they 'usually' show pictures related to the poem. Similarly, some of the teachers (i.e. 33.33%) found that they 'always' show the pictures related to the poem. Likewise, few of the teachers (i.e. 26.66%) were found that they 'sometimes' show the pictures

related to the poem. However, no single teacher responded on "rarely" and "never". It shows that majority of the teachers show the pictures related to the poem.

Interpretation of the Open-Ended Questions. This topic deals with the opinions collected from the open-ended questions. Fifteen teachers were asked six open- ended questions to collect the information about their challenges and activities while teaching poem. The responses of the teachers presented as below.

***Ways of Motivating*.** On the basis of views and responses, they motivated their students by providing some background information about the poem. Moreover, they motivated their students by asking them to identify the theme of the poem. In addition, they replied as they used scrambled parts of the poem. In the same way, to motivate the students while teaching poem in classroom teachers singing song, telling joke, and presenting some historical facts to motivate their students.

Importance of Teaching Poem at Secondary Level. According to the participants, it was found that almost all the teachers were positive towards teaching poem at secondary level. Furthermore, they replied as teaching poem increases vocabulary power of the students. In the same way, some teachers insisted that teaching poem make students learn about the rhyme, super segmental features and they can expand their imaginative power whereas, some teachers replied as poem's importance at the secondary level is very important according to the exam point of view.

Ways of Making Teaching Poem More Effective, Meaningful and Useful. According to the teacher's responses regarding how teachers make teaching poem more effective, meaningful and useful. It was found that most of the teachers insisted in using three stages of teaching poem as pre- teaching, while teaching and post teaching stages of the poem. Similarly, teachers were directed towards relating the content of the poem with the experience of the students. In the same way, teachers responded that the poem should be contextualized in order to teach poem more effective, meaningful and useful.

Challenges While Teaching Poem. According to the teacher's responses regarding challenges while teaching poem. It was found that most of the teachers insisted word meaning, theme, linguistic problem because most of the students are

from AWADHI language background. Similarly, they told rhyming words, 'sometimes' shows the different meaning, student's involvement and motivation. In the way some teachers replied that, it is challenging to collect the authentic materials and symbolic meaning are the challenging to teach poem a secondary level.

***Activities Used by Teachers While Teaching Poem*.** According to the teacher's responses they use different types of activities in the different stages of teaching poem. Some teachers ask students to select or ask different vocabulary which are given in the poem. Similarly, they ask their students to guess the theme of the poem. In the same way some teachers replied that they use pre-reading activities, while reading activities and post reading activities.

***Challenges to Interpret the Poem*.** According to the responses of the teachers regarding challenges feel to interpret the poem. It was found that most of the teachers said that, there are many words which are very difficult to find in dictionary, difficulty of meaning, lack of vocabulary. Similarly, some of the teachers replied that lack of speaking fluency; making students familiar with the theme of the poem are the challenges to interpret the poem.

Thus, it can be concluded that almost all the teachers teach poem on the basis of the three stages as pre- teaching, while teaching and post teaching. Almost all the teachers feel the same difficulty to teach the poem as linguistic challenges, student's involvement, and authentic materials, language of the poem, lack of speaking fluency, and lack of knowledge about the figure of speech. Majority of the teachers motivate he students to make their teaching learning activities more effective, meaningful and useful.

Interpretation of the Classroom Observation. This section concerned with the observation of the 15 English teachers while teaching poem. To find out challenges faced and activities used by teachers while teaching poem. I observed 15 classes of the teachers while teaching poem.

a) First, I went to school in the morning, when I reached at school; all the teachers and students were standing in assembly for school prayer, as soon as assembly over, the bell rang for the class and all students went into their classes. Then I went to the staffroom where the participant teachers sitting. We spent some time together talking

about his students and school. After that, we both entered into the classroom the students smiled at me. I greeted the students and went back of the seat wondering what different activates he might use in today's class and observed everything that went in the classroom.

The teacher began his lesson writing the topic "the rivals" onto the board, then discussed about the writer and told the meaning of the word rivals. The teacher started reading the poem line by line and explaining those lines into the Nepali language. He told the meaning of difficult words and also told the similar and opposite meaning. The teacher asked the students to tell the theme of the poem but none of the students tried to tell the theme of the poem and he completed the class within very short period of time. This class seemed to be a good example of teacher centered techniques. Students did not get proper chance to share their thoughts and experience in the classroom.

b) For the second classroom observation, I went to the school in third period. I went into the classroom with the teacher. He started class with writing the topic and poets name onto the board. Teacher asked students to read out the poem and find out the difficult words from the poem. then students asked the meaning of some difficult words, teacher told them meaning of those words and discussed about the poet in detail, after discussing about the poet, started reading poem and explaining it to the students in Nepali language. Then he asked his students to tell the theme of the poem and very few students attempted to tell the theme in Nepal language. Then, teacher explained the theme of the poem to the students.

c) Classroom observation third, I found that teachers presented that the poem very beautifully in the classroom. All the students were enjoying reading the poem. Teachers provide the background information of the poet, showed the pictures related to the poem and asked the activities taking place in the given picture in poem. Teacher explained the poem very creatively and asked students to tell the theme of the poem. It shows that the teacher taught very well.

Analyzing and Interpretation of the Data obtain From the Classroom Observation. To find out the challenges faced and techniques used by teachers while teaching poem, I observed 15 classes of teachers while teaching different poems

included at secondary level. While observing the classes, I followed the suggestions given by Lazar (2009, p.84) as pre- reading techniques, while reading techniques and post reading techniques. While observing the classes, I focused on the methodology of those teachers. I observed the class from the beginning to the end and other various points were observed. In the classes I observed,

Warming up activities, as I observed all the students were motivated to read the poem. All the classes I observed almost all the teachers were good in warming up activities. To create students' interest in the poem following ways were used by the teachers in common;

They made students to make very general predictions about the poem using pictures, telling jokes and singing. After those students were interested in listening what the teachers said, it means there was no difficulty for teachers to motivate the classes.

Group discussion about what the title of the story suggests.

Prediction about the story based on reading the first paragraph only.

I found that teachers were quite confident to teach the poem. In using simple words, explaining theme and simplifying the vocabulary so, it was found that teachers were full of confident.

Likewise, on the basis of my observation, if we talk about the materials, I saw that almost all the teachers felt easy to use daily used materials as teachers guide. Teachers guide was only material that the teachers used while teaching poem. As I observed the poem "the rivals" majority of the teachers taught the poem but very few teachers used pictures related to the poem as a teaching material but in other classes I did not find the teachers teaching poem with materials. They just used daily use materials. That's why there lie the challenges for the teachers to teach the poem. Teachers do not teach materials with reference.

In my observation, I found teachers teaching poem in mixed language (Awadhi, Nepali and English). Teachers were trying to use English language in classroom but students were interested to listen in Nepali and Awadhi, then teachers were using

those Nepali, Awadhi and English simultaneously. To describe the stanza, different techniques were used by the different teachers, to list them; Teachers mostly ask questions to the students to check they have understood the theme of the stanza. Teachers asked students to tell the theme or main message of the stanza.Few teachers asked to tell the activities we have done in this class. It means he was revising the poem or class. Very few teachers told students to write a brief summary of the poem in about hundred words. Their focus was to see what the students have understood in their own way. Few teachers told students to write a brief summary of the poem in about hundred words. His focus was to see what the students have seen what the students have understood in their own way.

Beside them they did not conduct any activities such as, sentence completion, series of scrambled sentences, rearranging the lines in the stanza, they did not ask to write the parallel form of the poem and encourage students to think critically and creatively. Though the techniques were good but they faced challenges to describe the poem.

I found that while describing the vocabulary of the poem some of the teachers provided definition for certain words in the poem then students write them in their copy. Very few teachers asked students about to guess contextual meaning of the words. Almost all the teachers asked students to find out the difficult words from the text and ask each other the meaning of those words. Although different techniques were used by the teachers, they could not smoothly go in describing the vocabulary. It was found that they were facing challenges to make the students understood vocabulary.

In the classroom observation, I also observed teachers describing the theme while teaching poem. to describe the theme of the poem teachers provided students with different critical interpretation of the poem which students discussed and they reached a conclusion and important things added by the teachers. Some teachers provided general questions to tell the answer from the poem. Teachers on the other hand gave some words with the symbolic meaning and asked students to guess the theme of the story. To sum this describing the theme was challenging for the teachers because of the teacher’s description of the theme. I could observe the students were not clear of they were confused about the theme.

I observed the classes, found that some teachers focused on general meaning and some focused on every word, although the debate goes on whether to focus on general meaning or every word, after my observation I found that majority of the teachers focused on general meaning. Still teachers teaching poems with their focus on every word is an issue in teaching poem. I did not find the teachers being able to make the students active in reading poem, the classes were found to be controlled and disciplined. So, I found that it was challenging for the teachers to use communicative method in teaching poem.

In classroom observation almost all the teachers were active in the class and it was totally oriented toward teachers while teaching poem. The teachers became active themselves during teaching poem and students were remained passive. So, it was found that they were facing challenges to conduct students centered techniques while teaching poem.

In my observation, I observed that student's participation in conducting the poem and summarizing the poem. The student's participation was weak points of many teachers because they become active themselves while discussing the poems. But to conclude and summarize the poem some of the teachers were very good. So, it was found that most of the teachers faced challenges to make the equal and more participation of the students in learning activities.

Findings

It deals with the summary of findings of the study. On the basis of presentation, analysis and interpretation of the data, major findings of the study have been summarized below,

a) More than half of the teachers (i.e.60%) responded that they 'always' use three stages as pre- teaching, while teaching and post teaching poem. Only a significant number of teachers (i.e. 26.66%) responded that they 'usually' use those stages. In the same way some of the teachers (i.e. 13.33%) 'sometimes' use those stages.

b) Moreover, almost all the teachers (i.e.73.33%) said that they 'always' provide background information about the topic while teaching poem in

classroom. Some of the teachers (i.e.13.33%) opined that they 'usually' and 'sometimes' provide background information about some topic.

c) More than half of the teachers (i.e. 73.33%) were found that they 'always' encourage students to search dictionary meaning which occur in the poem. Similarly, some of the teachers (i.e. 13.33%) were found that they 'usually' and 'sometimes' encourage students to search dictionary meaning. In the same way very few of the teachers (i.e. 6.66%) were found that they 'never' and 'rarely' encourage searching dictionary meaning.

d) Majority of the teachers (i.e. 40%) were found that they 'sometimes' encourage their students to predict about the poem. Similarly, some of the teachers (i.e.20%) were found that they 'usually' encourage their students to predict about the poem. Likewise, some of the teachers (i.e. 13.33%) found that they 'always', 'rarely' and 'never' encourage students to predict the poem.

e) Almost half of the teachers (i.e. 46.66%) were found that they 'always' and 'usually' provide chance for the general discussion on the questions. Similarly, very few of the teachers (i.e. 6.66%) were found that they 'sometimes' provide chance for general discussion on questions.

f) More than half of the teachers (i.e. 53.33%) were found that they 'sometimes' involve students to rearrange the lines in stanza from scrambled version. Similarly, a significant number of teachers (i.e. 33.33%) opined that they 'usually' involve students to do it. It means more than half of the teacher's 'sometimes' and significant number of teachers 'usually' involve their students to rearrange the lines in stanza from scrambled version while teaching poem. Similarly, a few number of teachers (i.e. 6.66%) were found that they 'always' and 'never' involve students to rearranged the lines to stanza from scrambled version.

g) Most of the teachers (i.e. 40%) were found that they 'always' encourage their students to think critically and creatively. Similarly, some of the teachers (i.e. 33.33%) were found that they 'usually' encourage students to think critically and creatively. Therefore, in this study, it was found that most of the teachers encourage students to think critically and creatively.

h) It was found that more than half of the teachers (i.e. 60%) were found that they 'always' allow students to ask related questions. Similarly, some of

the teachers (i.e. 33.33%) were replied that they 'usually' allow their students to ask related questions.

i) Some of the teachers (i.e.33.33%) were found that they 'always' and 'usually' ask students to find the central theme of the poem. Similarly, few of the teachers (i.e. 26.66%) were found that they 'sometimes' ask their students to find the central theme of the poem.

j) More than half of the teachers (i.e. 66.66%) were found that they 'sometimes' ask their students to write the summary of the poem. Similarly, few numbers of the teachers (i.e. 13.33%) were found that they 'always' and 'rarely' ask students to write the summary of the poem.

k) More than half of the teachers (i.e. 66.66%) were found that they 'sometimes' ask students to write the parallel form of the poem. Likewise, a few of the teachers (i.e. 20%) were found that they 'rarely' ask their students to parallel form of the poem.

l) Almost all of the teachers (i.e. 73.33%) were found that they 'always' involve their students to write their views. Similarly, some of the teachers (i.e. 13.33%) were found that they 'usually' and 'sometimes' involve students to write their views.

m) I found that, it was around half of the teachers (i.e. 46.66%) were found that they 'usually' ask their students to write negative and positive parts of the poem. Similarly, some of the teachers (i.e. 26.66%) were found that they ask their students to write negative and positive parts of the poem.

n) Around half of the teachers (i.e. 46.66%) were found that they 'usually' ask their students to perform. Similarly, some of the teachers (i.e. 20%) were found that they 'always' and 'sometimes' ask their students to perform.

o) Majority of the teachers (i.e. 40%) were found that they 'usually' show pictures related to the poem. Similarly, some of the significant number of teachers (i.e. 33.33%) were found that they 'always' show pictures related to the poem. Likewise, (i.e. 26.66%) were found that they 'sometime' show pictures related to the poem.

p) If the number of students is high in the class then it creates problem in teaching poem.

q) All the students in class did not get equal opportunity to learn the poem.

r) Language proficiency of the students also creates problems in teaching poem.

Almost all the teachers used Awadhi, Nepali and English language in teaching poem. There were very few teachers who taught poem in English language.

Most of the teachers teach without teaching poem without materials.

Chapter 5 : Conclusion and Recommendations

In this chapter, I have presented findings, conclusion and recommendations of the study on the basis of presentation, analysis and interpretation of the data. The following conclusion and recommendations have been drawn on the basis of analyzed data.

Conclusions

This study was mainly concerned with the challenges face and techniques used by teachers while teaching poem at secondary level. Fifteen teachers were taken as sample for the study. On the basis of information collected through the questions and observation, I have concluded this study.

Teaching poems plays the pivotal role for teachers and all-around development of the students. In this sense poem is one of the most important genres of the literature. Through poem students as well as teachers enhance their vocabulary power, reading and writing skills. It also provides to improve fluency and accuracy of target language. Furthermore, it also helps to write parallel form of the poem. More than half of the teachers (i.e. 60%) were found that they 'always' use three stages as pre-reading, while reading and post reading stages while teaching poem. Moreover, almost all the teachers (i.e. 73.33%) were found that they 'always' provide background information about the topic while they teach poem in the classroom. It was found that most of the teachers (i.e. 60%) were found that they allow students to ask questions related to the poem. Moreover, they replied that asking questions help to develop the speaking skill. Furthermore, some teachers responded that students learn aspect of speaking skill such as stress, pronunciation, rhyme and rhythm through teaching poem so that teaching poem is very important at the secondary level. Moreover, it was found that almost all the teachers were positive towards poem at secondary level. Furthermore, they replied that as teaching poem increases vocabulary power of the students. In the same way, some teachers insisted that teaching poem encourages students read text in English. Likewise, some teachers replied as poems importance at secondary level is very important according to exams point of view as well.

Thus, teaching poem and techniques are equally important /essential for teachers. Poem should be contextualized and understandable according to the level of

the students. Teaching poem makes our students more active and creative in teaching and learning process.

Recommendations

On the basis of findings and conclusion mentioned above, the major recommendations of this study are explored. This study can be applicable /implemented in policy related, practice related, and further research related. I have made the following recommendations.

Policy related. Policy makers need to be aware of the challenges faced and techniques used in teaching poem. The recommendations of this study at this level are as follow.

- Teaching poem is very important at the secondary level so that curriculum designer should give emphasis on teaching poem as well.
- Our course gives more emphasis on writing only that's why we neglect poem although it is given in the text book. So, policy makers should instruct to the teachers how to teach poems. In our secondary level English curriculum, there is not detailed description of poems but it only fosters on writing. So, reading poems should be prioritized.
- Different sorts of poems should be included in the text which should be taught thoroughly.

Practice related. Teachers should not ignore or neglect teaching poem.

Teachers should not give only homework of poem reading they should teach poem as well. Teachers should use different techniques while teaching poems as they should scrambled the text and distribute to the students.

Teachers should let the students guess the theme of the poem.

Poem should not be taught only for exam but they should be dealt with real life context.

Critical analysis should be given priority while teaching poem.

Further research related. The following recommendations have been suggested for further research on the basis of findings and conclusion of the study.

a) The researchers who are interested in this area can study about differences while teaching poem at primary level.
b) The researchers can study on activities used in teaching novel at secondary level.
c) The researchers can study about the perception of teachers in including poem reading at secondary level.

The researchers can study about the effectiveness of reading poem to learn target language.

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Appendix

Dear respondent,

This questionnaire has been prepared to draw information /data for the research work entitled **Challenges Faced and Techniques Used by the Teachers While Teaching Poem at Secondary Level**. This thesis will be carried out under the supervision of **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education, University Campus TU, Kirtipur. I hope that you will give authentic and reliable information to cooperate and that will be a valuable contribution to accomplish this work as an M.Ed., thesis.

Dear Sir/Madam, you are requested to answer the following questions. Please, read the following questions very carefully and answer in your own way.

1) How do you motivate the students while teaching poem?

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2) What do you think is it important to teach poem at secondary level?

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3) In your view how can teachers make teaching poem more effective, meaningful and useful.

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4) What sorts of challenges do you face while teaching poem?

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5) What sorts of activities do you implement while teaching poem?

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6) What sorts of challenges do you feel to interpret the poem?

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1) My lessons on teaching poem consists of three stages: pre- reading, while reading and post reading.

   a) Always b) Usually c) Sometimes d) Rarely e) Never

2) I provide background information about the topic and writer before I involving students in reading poem.

a) Always b) Usually c) Sometime d) Rarely e) Never

3) I prefer to encourage students to search dictionary meaning about the difficult words in the text.

a) Always b) Usually c) 'sometimes' d) Rarely e) Never

4) I encourage students to predict about the poem based on reading the first paragraph only.

a) Always b) Usually c) Sometime d) Rarely e) Never

5) I conduct general discussion on the questions about some of the themes which occur in poem.

a) Always b) Usually c) 'sometimes' d) Rarely e) Never

6) I involve students to rearrange the lines in stanza in the whole poem from the scramble version.

a) Always b) Usually c) Sometime d) Rarely e) Never

7) I encourage students to think critically and creatively about the poem.

a) Always b) Usually c) Sometime d) Rarely e) Never

8) I allow students to ask question the questions related to the poem.

a) Always b) Usually c) Sometime d) Rarely e) Never

9) I ask students to find the central theme in each stanza.

a) Always b) Usually c) Sometime d) Rarely e) Never

10) I ask students to write the summary.

a) Always b) Usually c) Sometime d) Rarely e) Never

11) I involve my students to write parallel form of the poem which they have studied.

a) Always b) Usually c) Sometime d) Rarely e) Never

12) I involve my students to write their view as if they were in similar context.

a) Always b) Usually c) Sometime d) Rarely e) Never

13) I ask students to write negative and positive parts of the poem.

a) Always b) Usually c) Sometime d) Rarely e) Never

14) I ask the students to perform.

a) Always b) Usually c) Sometime d) Rarely e) Never

15) I show the pictures related to the poem.

a) Always b) Usually c) Sometime d) Rarely e) Never